

School Grading Law: Fundamental Principles

- Provides transparency and accountability for the academic performance of public schools
- Clear and transparent descriptors of A, B, C, D, and F
- Objective measures of student learning that focus on outcomes instead of inputs
- A balance of student proficiency status and learning growth measures
- Assessment of student growth toward a benchmarked standard
- A focused attention on the learning growth of the lowest performing students, irrespective of race, ethnicity, or socioeconomic status
- The establishment of criteria in order to earn A, B, C, D, or F grades

School Grading Overview

2011 Session – Passed SB59 School Grading System

- Created School Grading Act
- Replaced U-PASS Accountability System
- Became Utah's only school accountability system

2012 Session – Passed SB175 School Grading Amendments

- Postponed implementation of SB59 to the 2012-2013 school year to perfect and improve upon the original law

2013 Session - Passed SB271 School Grading Amendments

- Modified the School Grading Act
- School Grading is in effect for the 2012-2013 school year
- First School Grades will be released on September 1, 2013

Main Components of SB 271

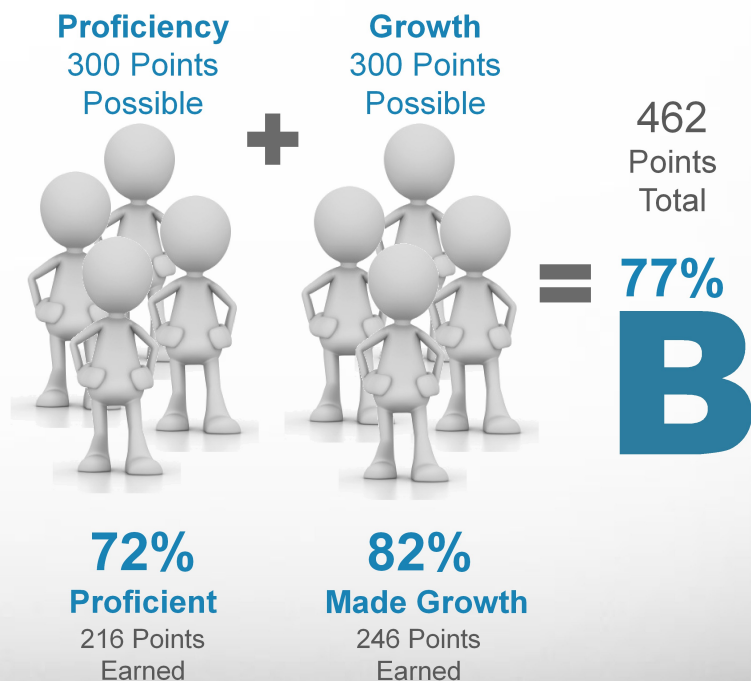
- **Established the growth measurement of “Sufficient Growth” to be used for School Grades**
- **Tasked the USBE with defining “Sufficient Growth” in Board Rule using a benchmark from the 2011-2012 school year**
 - USBE selected the growth that was “equal to or greater than the growth” of the 40th percentile during their June Board Meeting
- **Deferred college readiness measures for one year**
- Added learning gains for all students and learning gains for non-proficient students
- Changed graduation and college readiness weighting to be equal. Lowered the percentage of points needed to earn an A from 90% to 80 percent so A=80-100; B=70-79; C=60-69; D=50-59 and F<50

How Does A Public School Earn Their School Grade?

School Grading recognizes and rewards schools with points for

- % of students who are proficient
- % of students who demonstrate a full years growth

High Schools are eligible for an additional 300 points based on graduation rates and performance on the USBE's adopted college readiness exam.



State Board of Education Controls Standards

USBE controls and sets all criteria and standards for Utah's assessment system including:

- Curriculum standards (Core Standards)
- Assessment standards (CRTs and Computer Adaptive Testing)
- Measurement of what constitutes proficiency on assessments

Differences between SB271 and UCAS

- Weighting of components
 - growth for all students and non-proficient students
 - achievement at high school
- Growth calculation for all schools

SB271 & UCAS Comparison: Elementary and Middle School Point Calculation

SB271 & UCAS Comparison: High School Point Calculation

Senate Bill 271

High School Point Calculation

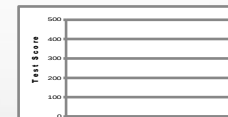
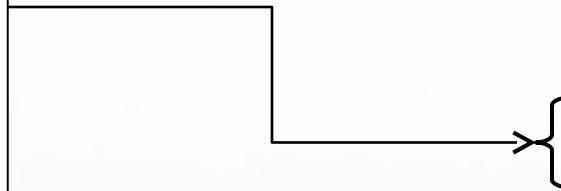
2013-2014 School Year

Simple Criterion Based Growth Models

Under this approach, comparisons in test score performance of **individual students** are made from one year to the next (e.g., a student's 4th grade performance vs. the same student's 5th grade performance)

The difference between the prior performance and the current performance is the **actual growth** of the student.

The actual growth is compared to the pre-determined standard to see if a year's progress in a year's time is met.



How SB271 Uses Criterion Based Growth Model

- **All students are included in the school growth component**
- **The school is awarded points for each percentage of students making a year's progress in a year's time**

Growth is when a student:

- Achieves a set benchmark of a year's worth of knowledge in a year's time
 - That benchmark has been determined by the USBE using 2011-2012 data at the 40th percentile
 - USBE adopted the Student Growth Percentile (SGP) as Utah's method of measuring student growth
- Example: 40% of the progress (growth) made by students similar to me in 2011-2012 is the new benchmark or set amount of growth I am expected to achieve from year to year in order for my school to earn growth points

Why SB271 Uses Criterion Based Growth Model

- Criteria for determining individual student growth is set, and expectations are known by students, parents, educators, policymakers and the public
- Individual student learning expectations are set and measured
- All students are included in the growth score, from low-performing to high achieving, and are expected to make a year's progress in a year's time. Schools are awarded points based on the percentage of students who meet the "sufficient growth" requirement
- Consistent expectations from year to year allow for longitudinal comparisons

It's important that schools only earn points for students who make a year's progress in a year's time – awarding points for low growth would mean points are being awarded for students falling further and further behind

SB271 Grade Assignment Scale

A = 80 – 100 %

B = 70 – 79 %

C = 60 – 69 %

D = 50 – 59 %

F = below 50%

- These are the percentages set in statute as a fair starting point for assigning grades
- As school performance increases statewide, statute includes an automatic trigger once 85% of schools receive an “A” or “B”
 - Scale increases by 5% until an “A” is 90%, “B” is 80%, and so on

Modeled Grade Comparison: UCAS and School Grading

School Grade distribution modeling based on the 2011-2012 assessment data using the USBE's determination of "Sufficient Growth" on June 7, 2013

Elementary Schools

	School Grading	UCAS*
A	80	165
B	283	152
C	228	163
D	96	173
F	14	48

High Schools

	School Grading	UCAS*
A	9	21
B	66	33
C	43	38
D	12	31
F	8	15

*The grading scale for UCAS was not 80/70/60/50

SB271 School Grading Is Utah's Only Accountability System

- School Grading is defined in law as Utah's only accountability system, replacing UPASS in statute
- USBE determined what method of accountability to submit for NCLB (ESEA Waiver)
- State School Chief is the only person who can request an amendment to our existing ESEA Waiver
- An amendment to our Waiver in order to comply with statute is permitted



**ELEMENTARY &
SECONDARY EDUCATION
ESEA Flexibility**

Amendment Submissions Process

Circumstances requiring an amendment:

- The need to address conditions to which full approval of an SEA's request is subject (only applies to States approved for ESEA flexibility subject to meeting certain conditions).
- New policy or legislation passed in a State that affects the implementation of the SEA's request.
- Changes that would improve the reform efforts under the SEA's approved request.

Implementation Update & Next Steps

- USOE will release Utah's first School Grades following the SB271 framework by September 1, 2013
- USOE will model school grades using growth of the lowest 25% in place of the growth of non-proficient students by the November Interim Committee meeting
- USBE may pursue an amendment to the ESEA waiver aligned with our School Grading Act.
 - An amendment is not necessary to implement School Grading, the USBE can choose to leave it as is

Incentives of School Grading

- Provides transparency and accountability in a an easy to understand format to parents, educators, taxpayers, and lawmakers on how our schools are academically performing
- Designed to balance proficiency and growth, and readiness in high schools
- Principals know what is necessary at the beginning of the year in order to help them improve student outcomes and their school's grade
- Teachers know how much growth they need to help each individual student attain in order to earn growth points for their school
- Focuses on our lowest performing students
- Accurately measures and rewards low-performing and high-achieving schools alike
- Supports every student making a year's worth of growth in year's worth of time